

**METHOD AND SYSTEM FOR  
DEVELOPING TEACHING AND  
LEADERSHIP CHARACTERISTICS AND  
SKILLS**

**U.S. Patent Application Serial No.**

**10/016,905**

**Filed December 14, 2001**

**Attorney Docket No. D4701-00198**

**Exhibit G**

Beccy\_Wallace@haygroup.com

To tlc@broadband.co.uk

cc

Subject [TLC] The look of feedback charts

24/10/2000 15:52

Please respond to tlc@broadband.co.uk
--

---

Hello all

Thought you might like to see our latest sketches on the way feedback charts will work (although the actual 'look' might be quite different). Text selection algos will follow shortly. Any comments/suggestions welcome, although this is now what the design team will be working on.

Cheers

Beccy

(See attached file: Chart presentation.xls)

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7/30/2007

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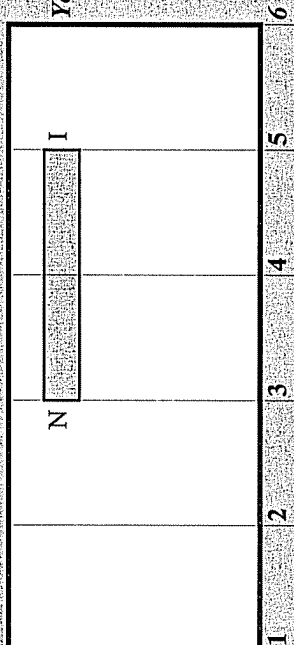
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# Your own perceptions

Chart Intro: The following chart highlights...  
Blah blah Blah blah

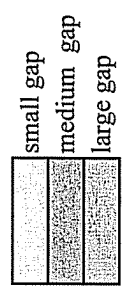


*You now vs. you ideal*

You now vs you ideal text - for you...

➔ NEXT

Key: \_\_\_\_\_









## Your key messages

Chart Intro: The following chart highlights....

Blah blah

		N		I		I	
You				Your Students			
		N				I	
1	2	3	4	5	6		
Low				*		Medium	High

*You now vs. you ideal*

*You now vs. your students now*

*Your Students now vs. Students Ideal*

*Your class vs. all classes*

Your data suggests key area of focus for you is to work towards meeting the aspiration of your kids (students now vs students ideal) - as a reminded, the key bit of text is highlighted below

- You now/you ideal text
- You now/students now text
- Students now/students ideal text
- Your class vs all classes text

When you are ready to move on to the next dimension, please press NEXT  
(for last dimension: now show you summary of all dimensions)



Your area of focus for this dimension

NEXT

Key:

	small gap
	medium gap
	large gap

	Low
	Medium
	High

How do you feel about [clarity]?

OK  
Thinking  
Upset  
Angry  
Don't believe it

What priority for [clarity]?

High  
Medium

Pop-up before show next dimension:





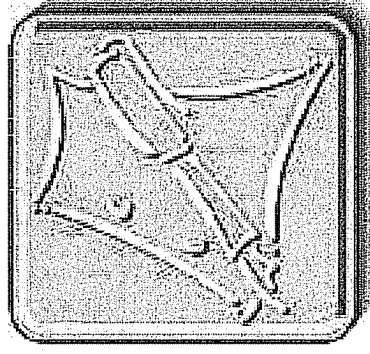
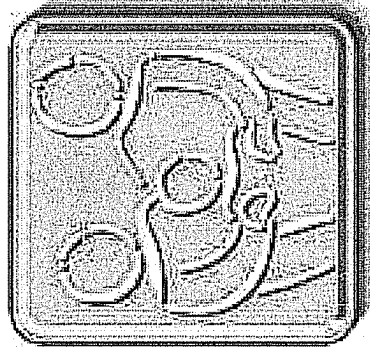
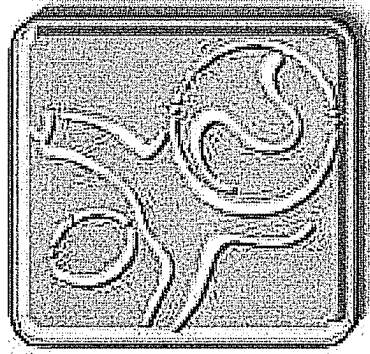
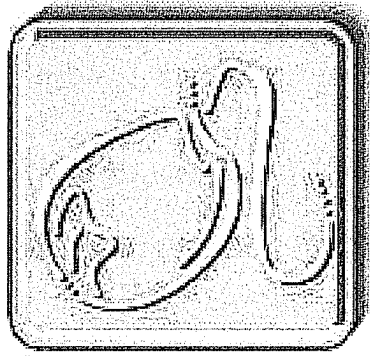
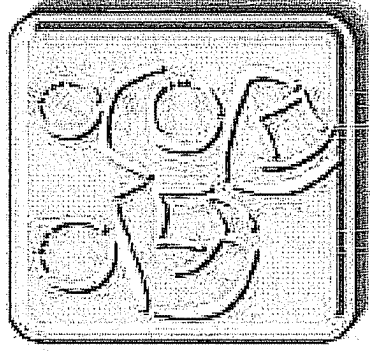
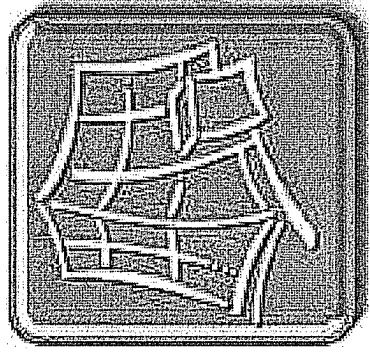
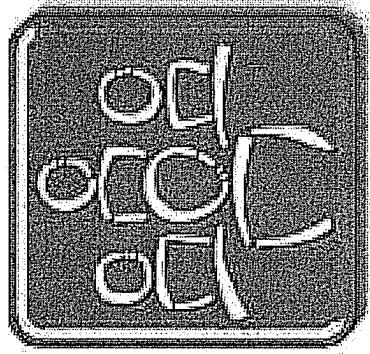
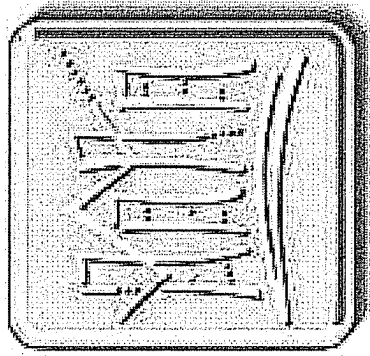
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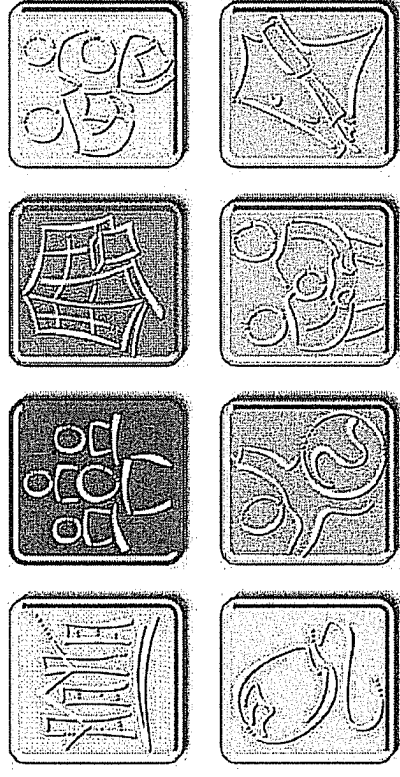
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**Attorney Docket No. D4701-00198**

**Exhibit H**



# TRANSFORMING LEARNING



# TRANSFORMING LEARNING

Raising Standards of Pupil Attainment  
Motivating and Developing Teachers  
Understanding and Enhancing Leadership

**“... A long term blueprint for the future  
of the profession.”**

- David Hart, NAHT

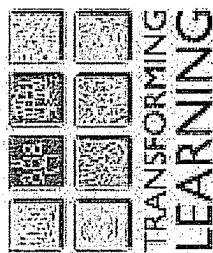
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Back to Start

Feedback

Understanding Climate

Setting the Context

Comparing Perceptions

Starting to Prioritise

Your Development Plan

Moving Forward

You are in Feedback :: Participation

## PARTICIPATION

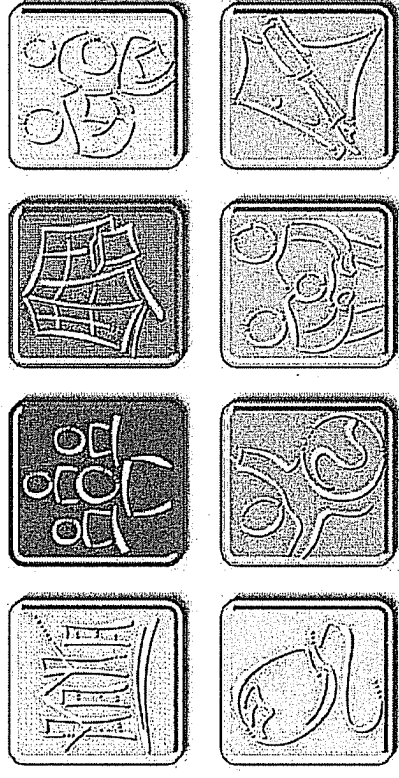
The extent to which pupils feel able to question or offer opinions in class, the opportunity they have to present to the class, and the degree to which they work together in groups.

ave more opportunities to participate in class than you expected. This may be a strength you weren't aware of and could build upon in your lessons.



Memory  
Please enter  
notes here

Happy with This? Next



# TRANSFORMING LEARNING

**Professional Development  
for Teachers and Headteachers**

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You are in Feedback :: **Moving Forward**

## Planning for Action

### Planning for Action

What Does it all Mean? Goal Actions Timescales Progress Record


Clarity High Encouraged XYZ Point 1-4 by March 00 On target

Comparing Perceptions


Starting to Prioritise

Your Development Plan

Moving Forward

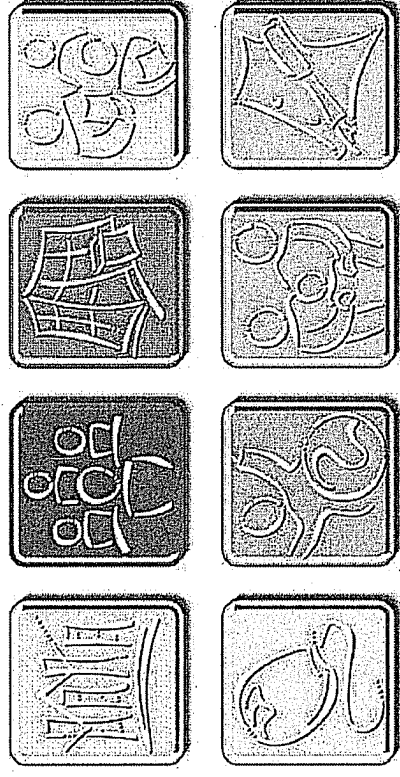
Action | 

Click here to access your notes on aspirations

Action | 

click here to access your previous notes

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# TRANSFORMING LEARNING

## Research-Based

The Leadership Programme for Serving Heads  
Models of Effective Teaching (DfEE)

Tested in over 500 schools



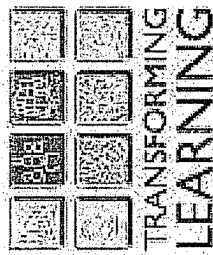
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You are in Feedback :: Charts

Flexibility

Key

Colleagues

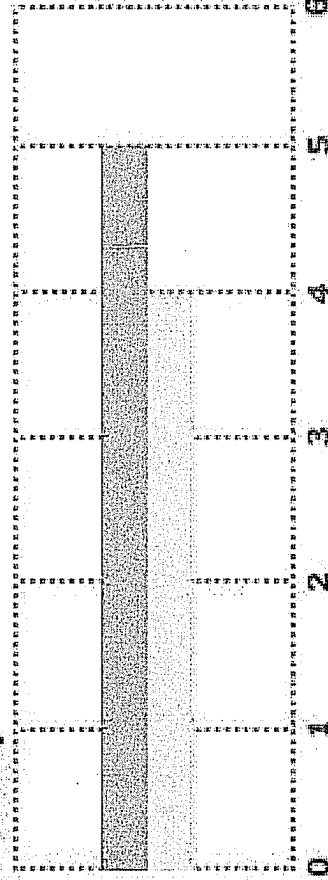
You

Action



Memory Pad

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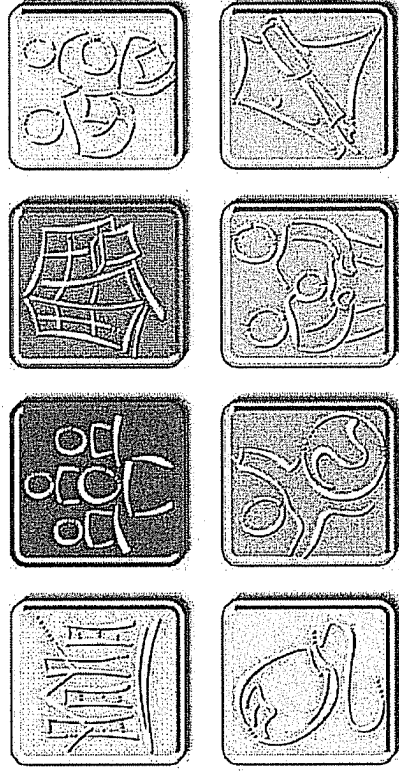


Your colleagues feel fewer constraints in the school than you imagine.

Panic!!



Happy with This? Next



# TRANSFORMING LEARNING

**An equitable training solution for  
the whole school**

**Cutting paperwork  
Meeting PM requirements**

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Feedback

Understanding Climate

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Moving Forward

You are in Fee

Key

Highest Ra

Average Ra

Lowest Ra

Acti

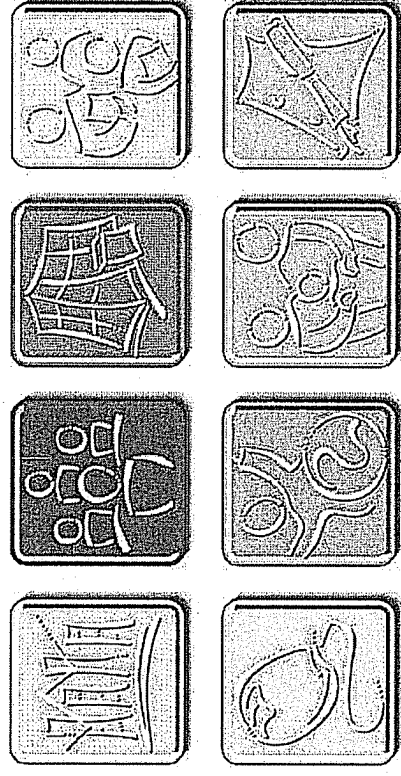


Overall, pupils in the classes of your school perceive a reasonable level of Fairness.

Memory Pad

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# TRANSFORMING LEARNING

## Private & Confidential

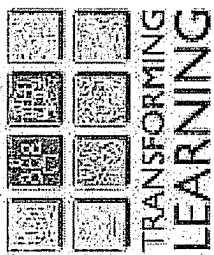
Self-directed learning and development that  
makes a difference to pupils  
Designed in partnership with teachers

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Back to Start

Feedback

Understanding Climate

Setting the Context

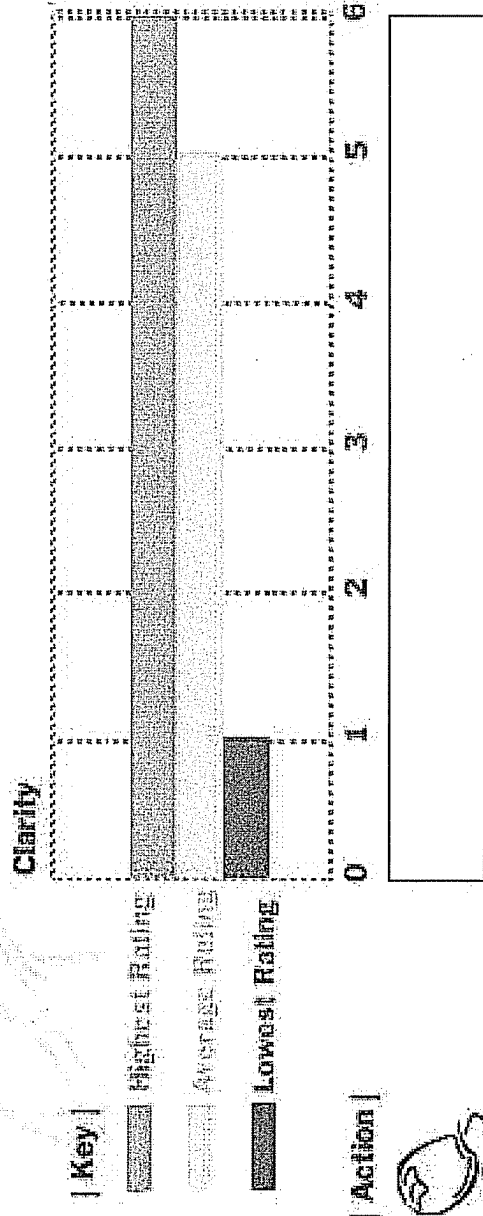
Comparing Perceptions

Starting to Prioritise

Your Development Plan

Moving Forward

You are in Feedback :: Climate Across the Area



Panic?!



Memory Pad  
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Happy with This? Next